DOCUMENT RESUME

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TITLE	Toledo Teacher Corps: An Undergraduate Program for the Development of Teachers for the Inner City.
INSTITUTION	Toledo Univ., Ohio. Coll. of Education.
SPONS AGENCY	Teachers Corps, BEPD.
PUB DATE	69
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ABSTRACT

This set of documents includes the original proposal (December 1968) for the 2-year Toledo Teacher Corps program and a summary description of the program half way through its first year (November 1969). The program summary describes it as an undergraduate training program designed to improve the educational process in urban poverty areas and to improve the training program for elementary teachers in such areas through focus on human sensitivity, cooperative efforts of the university and the school system and community, and instructional organization within the school. Narrative sections outline the major phases of the program: 1) summer preservice program of community activities and concurrent seminar; 2) inservice program during the junior and senior school years including a team teaching internship in local schools and concurrent seminars on societal factors, instructional organization, contemporary learning-teaching process, educational technology, and research; 3) interim summer program of liberal arts requirements; and 4) community involvement activities throughout the 2 years leading to a bachelor of arts degree in education. Included in the proposal is material on certification and degree requirements, staff and team leader selection and training, evaluation procedures, the four participating schools, etc. (JS)

ED042690

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Teacher Corps
College of Education
University of Toledo
December 23, 1968

A Proposal To
The U.S. Office of Education
For A
Teacher Corps Program 1969-71

Participating Institution
University of Toledo

Participating District
Toledo Public Schools

Name of Director
Sam J. Yarger Ph.D. Director

Name of Coordinator
Miss Helen Kennedy

SP004073

A PROPOSAL TO
THE U. S. OFFICE OF EDUCATION
FOR A
TEACHER CORPS PROGRAM 1969-71

PROPOSAL SUMMARY

FORM A

MAJOR AUTHOR: Sam J. Yarger
INSTITUTION OF HIGHER EDUCATION OR LOCAL EDUCATION AGENCY
University of Toledo
Toledo, Ohio 43606
Office phone: (419)531-5711
Home phone: (419)479-3152

PARTICIPATING INSTITUTIONS
OF HIGHER EDUCATION: University of Toledo
Project Director: Sam J. Yarger

PARTICIPATING LOCAL EDUCATION AGENCIES : Toledo Public Schools
Coordinator: Miss Helen Kennedy

SCOPE AND SPECIAL CHARACTERISTICS:

University:

1. ☐ Graduate ☒ Undergraduate
2. Degree Offered B.Ed.
3. Certification Elementary Standard
4. Subject emphasis General

Schools

5. Educational Level K-8
6. Demographic area Central City
7. Target School Population Poor Negro and White
8. Special Characteristics Extended teams, including par-professionals in training under title I.

CORPSMEMBERS REQUESTED FOR INSERVICE

9. 8 # of Team Leaders
10. 48 # of Interns
11. 56 Total # of Corpsmembers

Anticipated inservice teams ratio:

12. 1 : 6 +½ teacher aides
Team leader Interns Other

13. ☐ Combined team assignments

14. Interns supported by other program funds # none

PROGRAM CALENDAR

Preservice Program	from	to
Team Leader workshop	6/16	6/21
Regular preservice	6/23	8/15
Inservice Program		
First year	9/2	6/2
Intervening summer	6/17	8/14
Second year		
Final Summer (if Applicable)		

BUDGET REQUESTS (1st year only)

14.	121,078.28	Preservice
15.	101,609.32	IHE Inservice 1st year
16.	272,738.82	LEA's Inservice Total 1st year (total of all LEA's budget requests)
17.	495,426.42	Total
18.	27,273.88	Local Participation and support

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II. CONCEPT PAPER

A. Introduction

The primary goal of this undergraduate teacher training program is to train teachers of high quality sensitive to the unique educational problems of children living in impoverished urban communities. Attainment of this goal requires not only communication of the most advanced educational techniques, but also the understanding of urban communities which possess needs, values, and problems different from those commonly encountered in the United States. This program further stresses the relationship of the community to the educational endeavor by demanding a committment to the idea that the education of the urban poor must include an acceptance of and involvement in the affairs of the urban community. Finally, in order to produce high quality teachers for this environment, it is neccessary to focus also on the prescribed common ground for the teacher and the child - - the school. In order for this program to be successful, school personnel must become an integral part of the teacher training team. Consequently, this program envisions teacher education as a united effort, utilizing the talents and resources of not only the university, but also the local school agency and the community.

B. Effect on Teacher Education

The first, and perhaps the most important effect that this program will have on teacher education will be the uniting of the university with the local educational agency and agents of the community in the teacher training endeavor. The primary vehicle for this union will be the differentiated teaching team, whose members will bring a multitude of talents together in an effort to provide the prospective teacher with a maximum amount of useable knowledge.

The second expected effect of this program evolves quite naturally as a result of the first: a greater percentage of teacher training will be taken out of the traditional classroom lectures, and be placed in the laboratory and the community. These supervised instructional experiences will, when combined with seminar and classroom endeavors, add a noteable degree of relevancy for the corpsman that has previously been lacking.

This program will also unite artificially separated facets of teacher education by markedly reducing the number of courses offered in the traditional manner. The reduction will come about by blending the relevant content of these courses together into seminars which will consider, for example, the teaching of science as a unitary problem rather than as a problem requiring a course in learning, a course in methodology and a course in elementary science.

Finally, teacher education will aid the professional and the prospective educator to utilize the technological capabilities of this era, and recognize their applicability to education.

C. Effect on Pupil Instruction

A natural effect of the differentiated team approach to education will be an individualization of instruction within groups. The assessment of entering behavior will be stressed, allowing learning tasks to be individually prescribed. This can be accomplished within the differentiated team in either a one-to-one or one-to-small group relationship.

Individualizing the instructional approach and sensitizing the prespective teacher to the ecology of the learner will result in the continual development of the curriculum with a focus on the needs of a specific child within the context of his school, his home, and his community. The curriculum will no longer be a static phenomena, dictated by tradition, but a viable tool shaped by a team of professionals in accordance with the capabilities and needs of the learner.

A program of parent involvement included in this endeavor will also have a direct effect on pupil instruction. Mothers and fathers will be included in the education of their children in varying capacities. Parents of inner-city children have always expressed a respect for education, their displeasure has been directed toward schools. The inclusion of the parents in the education of their own children will do much to establish the mutual respect between the school and the home.

By directly involving school personnel with university faculty, teacher education will be effected in a significant fashion. In addition the curriculum will benefit from the continual evaluation and development of methods and materials employed in the schools. This union of the university and the local educational agency will have a significant inservice effect on both, an effect that cannot help but benefit the child.

III. PROGRAM SUMMARY

Two reasons prompt the Teacher Corps program soon to appear in Toledo schools. The first of these is the improvement of the educational process in poverty areas, and, in conjunction, to improve the training program for teachers working in such areas.

Because of the needs of disadvantaged children, the problems of poverty area schools, and the growing demand for change apparent in school communities of inner cities everywhere, the Teacher Corps program has been designed to provide training for teachers to work in poverty area schools.

Based on a cooperative effort of the College of Education of the University of Toledo and the Toledo Public Schools, the Teacher Corps program for Toledo will become operative in the Fall of 1969. Four elementary schools having high community poverty priorities will have been selected to participate in the program. The schools chosen will have a large number of students with academic and emotional difficulties which prevent real learning.

Two Teacher Corps teams, each composed of a team leader and six to eight corpsman, will serve each school. the corpsmen will serve on classroom teaching teams as well. Each classroom team will usually consist of two regular elementary teachers, two corpsmen, and two teaching aides serving sixty to eighty children. This team approach has already proved successful in many Toledo schools by allowing for individual instruction.

Corpsmen will be recruited from college students. Unlike most Teacher Corps programs which are made up of graduate students, the Toledo Corps will be unique. It will start its corpsmen during their college junior year and will provide upon completion of the two-year program, a Bachelor of Education degree from the University of Toledo. The primary recruitment will be from the Toledo metropolitan area.

Corpsmen will take the regular liberal arts courses in their teaching fields at the University, but their professional courses in education will be replaced by a unique program of activities in both the school and the surrounding community. This program will be combined with a series of experience seminars designed to provide the various substantive areas which offers the conceptual tools needed to explain the experiences which corpsmen will have confronted in the community and the school. In later classroom experiences after each seminar, the corpsmen will apply these ideas in resolving teaching-learning problems.

Both team leaders and the university faculty will contribute to the corpsmen and the classroom by being present during actual classroom practice, and also by providing guidance in community analysis and experience bearing on the school child.

The team leader will be a master teacher, carefully selected for his leadership, tact, preference for innovation and experimentation, as well as a desire for changing from the typical irrelevancies of dated curriculum practices. He will serve as a model teacher and as a coordinator among university faculty, classroom teachers, and inter/corpsmen. Moreover, he will serve as a contributor to the seminars, drawing on both his experience and current research.

University faculty members will select major concepts usually a part of typical courses in education for appropriately timed discussion in the experience seminars. These concepts will cover far more than "basic skills" and "rudiments" programs of ineffectual and dated earlier patterns and will integrate the now recognized vital areas of societal factors, instructional organization, and contemporary teaching-learning processes. These areas are today accepted as necessary to the education of disadvantaged youth.

In addition to the University and Toledo School, a third contributory group, the community, will be an integral part of the corpsmen's education. Corpsmen will be involved at least in part in programs such as the Lighted

Schoolhouse, training of parent aides, and other community actions.

In essence, corpsmen will be involved in a teacher training program which uses not only the resources of the public schools, but adds the blend of the local community and the university in a unique pattern, recognizing that tomorrow's schools must answer the burgeoning shout for relevancy to the disadvantaged child. The shortcomings of the status quo are no longer invisible to the increasing voices of the community of poverty.

Teacher Corps Proposal 1969-71
FORM B

PROPOSAL APPROVAL AND COMPLIANCE CERTIFICATION

The attached proposal for a Teacher Corps program under PL 89-329, Title V, B, as amended by PL 90-35, Title V, B, Sup=part 1, has been cooperatively developed by the indicated institution (s) and school district (s). Copies are being submitted concurrently to the State education agencies in the State (s) of State of Ohio and to the U.S. Office of Education.

* *

a. The Assurance of Compliance with the Civil Rights Act of 1964, Title VI, dated 17 February 1965 (day month year) applies to this application.

Person authorized to sign agreements William S. Carlson
Title President, University of Toledo

Date DEC 2 3 1968 Signature William S. Carlson

b. The Assurance of Compliance with the Civil Rights Act of 1964, Title VI, dated 12 July 1964 (day month year) applies to this application.

Person authorized to sign agreements Frank Dick
Title Superintendent, Toledo Public Schools

Date 12/23/68 Signature Frank Dick

Teacher Corps Proposal 1969-71
FORM C-1

INSTITUTION OF HIGHER EDUCATION

PROGRAM INFORMATION

---

1. INSTITUTION: (NAME OF INSTITUTION IN CAPS) UNIVERSITY OF TOLEDO

   a. Congressional District: 9th

   b. Dean of School submitting proposal: Dr. George E. Dickson, Dean, College of Education
   (name, title, school or college within IHE)

   c. Person to be contacted: (name) (position or title) (department)
   Dr. Sam S. Yarger
   Assistant Professor
   University of Toledo
   Toledo, Ohio
   College of Education

2. PRESERVICE PROGRAM

   a. Program Director (name) (position or title) (department)

   50 % of time with Teacher
   Dr. Sam J. Yarger
   Assistant Professor
   University of Toledo
   Toledo, Ohio

   Associate Director (name) (position or title) (department)

   100% of time with Teacher Corps
   To be named

   b. Dates of Preservice Program (month, day, year)

	from	to
Team Leaders Workshop or Orientation	6-6-69	6-21-69
Regular Preservice Program	6-23-69	8-15-61

   c. Number of Corpsmembers requested:

	PRESERVICE (provisional) enrollment	INSERVICE (expected retention)
Team Leaders	8	8
Interns	54	48
Total # of Corpsmembers	62	56

   d. Number of Credit Hours to be offered: Team Leaders 0 Interns 12

   e. Number of Preservice Staff
   Full-time faculty 4
   Part-time faculty 4-6 est.
   Paid Lecturers and Consultants 25-50 est.
   Clerical and Technical Staff 2

3. INSERVICE PROGRAM

a. Program Director:

% of time with program 50 (name) Dr. Sam J. Yarger

Associate Director:

% of time with program 100 (name) To be named

b. Dates of Inservice

	(month, day, year) from	to
Inservice 1st year	9-2-69	6-12-70
Intervening Summer	6-18-70	8-15-70
Inservice 2nd year	9-8-70	6-8-70
Second Summer (if applicable)		

c. Degree(s) offered under this proposal:

☐ B.A. in ______ ☐ B.S. in ______ ☒ B. Ed.

☐ M.S. in ______ ☐ M.S. in ______ ☐ ______

Certification for: Pre-K [✓ K 1 2 3 4 5 6 7 8] 9 10 11 12
(Circle appropriate grades)

Subject area emphasis General Elementary Education

d. Credit Hours

1. Normal (~~graduate~~/undergraduate) credit hour load 16
2. Minimum (~~graduate~~/undergraduate) full tuition load 12

e. 1. How many credit hours will be offered in this program primarily for Corps members with special focus on the disadvantaged? 37

2. How many new courses are proposed for use with Teacher Corps? 7

3. Is this a new degree program ☒ YES ☐ NO

4. Is this a new certification program? ☒ YES ☐ NO

4. a. Full-time IHE Enrollment - 1967-68

Undergraduate enrollment 11,993 #seeking teacher certification 2500

Graduate enrollemnt 1,321 # seeking education degree 612

b. 1. What previous Teacher Corps programs have been funded at your IHE?
☐ First Cycle 1966-68 ☐ Second Cycle 1967-69 ☐ Third Cycle 1968-70
If not, have you submitted a proposal before ☒ YES ☐ NO

Teacher Corps Proposal 1969-71
FORM D

LOCAL EDUCATION AGENCY
PROJECT INFORMATION

---

1. LOCAL EDUCATION AGENCY: (NAME OF LEA IN CAPS) TOLEDO PUBLIC SCHOOLS

a. Congressional District 9th

b. Superintendent: (name)
SUPT. FRANK DICK

c. Project Coordinator: (name) (title if any)
Miss Helen F. Kennedy
Supervisor, Auxiliary Personnel

100 % of time with Teacher Corps

2. DATES OF SCHOOL YEAR - 1968-69 only (month, day, year)
Teachers Report September 3, 1968
Classes Begin September 4, 1968
Classes Dismissed June 12, 1969

3. SALARY PAYMENT SCHEDULE
☒ Bi-weekly ☐ Monthly
First payday 1968-69 September 13, 1968
Final payday 1968-69 June 12, 1968
☐ Other ________

4. NUMBERS OF CORPS MEMBERS PREVIOUSLY SERVING LEA

1966-67 ☒ NONE ___ Interns ___ Team Leaders in (#) ________ Schools

1967-68 ☒ NONE ___ Interns ___ Team Leaders in (#) ________ Schools

1968-69 Expected to remain in the Corps (3rd cycle only)

☐ NONE ___ Interns ___ Team Leaders in (#) ________ Schools

5. NUMBERS OF CORPS MEMBERS REQUESTED UNDER THIS PROPOSAL

(#) 48 Interns Espected to serve in (#) 4 Schools

(#) 8 Team Leaders Team Leader to Intern ratio: 1 : 6

6. NON-PUBLIC SCHOOL PUPILS to be assisted by Corps members assigned to your agency under this proposal? ☒ NONE ☐ YES in (#) ___ non-public schools involved.

7. AVERAGE COMMUTING TIME from schools using Corps members to university or extension campus: 20 minutes Longest commuting time 30 minutes

8. PERCENTAGE OF SCHOOL WEEK interns will be working in local school program:

60 % of normal School 28 3/4 hour week

9. Numbers of hours Corps members are expected to work in community each week.

☒ 12 ☐ 15 ☐ other

Teacher Corps Proposal 1969-71
FORM E

SUMMARY OF QUALIFYING LOCAL EDUCATION AGENCIES AND TARGET SCHOOL DATE - TO VERIFY POVERTY CONDITIONS

TOLEDO PUBLIC SCHOOLS TOLEDO, OHIO	Total Enrollment	% Poverty	% Welfare on Aid	% Second Language	% Annual Turnover	% Drop-outs	Ethnic Background			Cycle II 1967-69		Cycle III 1968-70		Cycle IV 1969-71 Requested	
							% White	% Negro	% Other	TL	I	TL	I	TL	I
					OPTIONAL										
Glenwood School (K-8) *Spanish	1438		30.5	2.7			42.1	55.2	2.7					2	12
Lagrange School (K-8) *Spanish Oriental American Indian	771		31.8	13.8			84.0	1.6	14.3					2	12
Ella P..Stewart School (K-8) *Spanish	675		53.2	.6			0	99.4	.6					2	12
Walbridge School (K-8) *Spanish	809		13.0	1.7			91.5	6.8	1.7					2	12

**See explanation on next page.

TOLEDO PUBLIC SCHOOLS

MEMORANDUM

December 17, 1968

From: Richard Pheatt, Director
Dept. of General Research

To: Miss Helen Kennedy
Supervisor of Auxiliary Personnel

This is concerned with the percentage of poverty in four schools, Lagrange, Walbridge, Glenwood and Stewart Schools.

(The following memorandum is prepared from data assembled November 19, 1965, for Toledo Public Schools considered eligible for Title I funding, Elementary and Secondary Education Act.)

The basis of eligibility for Aid to Dependent Children and other Lucas County Welfare Department aid is variable. There is no one simple formula because, for one thing, school districts and census tracts often overlap and inter-relate. Generally, however, a family is considered eligible "when income is less than essential for basic needs," according to the Welfare Director. This means close to $3000 a year in Lucas County for the average family unit of six persons.

For the average family of six it can be estimated that there is a basic need of $125 a month for food, clothing and personal necessities, plus $100 per month rent. This adds up to $225 alone for less than basic total income per month. Thus, the average head of the average ADC household must have shown that family income is less than the estimated minimal income.

Thus, our Lucas County family unit count per census tract, as it is used in all our own calculations, alone becomes an anchor point. (See attached tabulation dated November 11, 1965)

Glenwood, Lagrange, Stewart and Walbridge Schools are among 31 elementary schools with at least the required 10% of eligible ADC enrollment. We made calculations by using family units as the basis of count, the only available ADC unit on which, statistically, we can base our calculations.

Stewart School (K-8) in Census Tract #33, had 161 ADC family units in 1965. Stewart also enrolls from Census Tract #36, which had 137 family units in 1965.

Glenwood School (K-8) is in Census Tracts #8, with 13 family units; #15, with 33 family units and basically from Census Tracts #16, with 32 units and #21, with 50 units, according to our records of 1965.

Lagrange School (K-8) enrolls its children from Census Tracts Nos. 28, 29 and 30, which, in 1965, had a total of 112 ADC family units.

Walbridge School (K-8) enrolls from Census Tracts Nos. 40, 41, 42 and 54, which had a grand total of 128 ADC family units. If we estimate only one-third of these family units as within the Walbridge School area, we are well within the calculated estimate required.

Because school district lines and census tract lines are seldom contiguous, let alone identical, and because individual ADC family information is confidential, we find it is impossible to precisely correlate schools and census tracts. It is equally impossible to precisely find ADC averages for schools, nor to precisely correlate concentrations of ADC units and/or ADC children in our schools with the schools they attend.

We believe we are best guided in using the areas most clearly indicated for concentrated poverty.

The percentages are relatively unchanged today from those we calculated in 1965.

Richard Pratt

RP:rh

November 11, 1965

AID TO DEPENDENT CHILDREN TABULATION
(With Thomas Gruhler)

Census Tract	*Family Units
1	0
2	3
3	3
4	6
5	3
6	5
7	7
8	13
9	2
C.T. 10 - F.U. 2	
11	22
12	12
13	4
14	8
15	33
16	32
17	24
18	25
19	35
20	27
21	50
22	129
23	142
24	37
25	212
26	220
27	53
28	10
29	51
30	51
31	5
32	76
33	161
34	142
35	40
36	137
37	100
38	21
39	19
40	35
41	46
42	23
43	4
44	8
45	4
46	14
47	85
48	38
49	22
50	6
51	67
52	22
53	18
54	29
55	20
56	0
57	6
58	8
59	5
60	2
61	0
62	1
63	1
64	1
65	1
66	10
67	5
68	3
69	0
70	0
71	0
72	0
73	0
74	0
75	0
76	0
77	0
78	4
79	9
80	1
81	1
82	0
83	0
84	0
85	0
86	0
87	0

*Averages = ADC Family = 4.5 children and 1 parent
= ADC Unemployable Family = 5.2 children and 2 parents

(Only 1 of 6 are ADC Unemployable)

Richard Pheatt, Director
Dept. of General Research

ext 222

VIII. DEVELOPMENT OF PROPOSAL

A. Introduction

This proposal developed out of an urgent need felt by a great many of the faculty members to direct their efforts toward upgrading the quality of urban education. At the annual College of Education retreat, November 1968, many of the faculty members discovered this common concern, and a catalytic bond was established.

The College of Education at the University of Toledo had also recently published the two volume Educational Specifications for a Comprehensive Elementary Teacher Education Program (University of Toledo, 1968). Many of those concerned felt that the uniqueness and flexibility of this program would allow the necessary freedom for the training of urban educators.

These factors, when influenced by the opportunity to submit a Teacher Corps proposal, pointed to a cooperative relationship between the university faculty and the Toledo Public Schools. With their enthusiastic support, cooperation, and involvement, this endeavor was undertaken. In the light of the rigors necessary to create a unified proposal, it was decided that agents of the community could best serve as catalysts and consultants rather than writers. Consequently, Dr. Ronald Warwick, Assistant Professor of Education, Mr. Edward Wickes, Associate Professor of Education and Miss Helen Kennedy, Supervisor of the Parent Aid Program of the Toledo Public Schools were the members of the writing team who assumed the responsibility for gathering this information and reflecting it in the proposal.

B. Participants

The actual proposal writing team consisted of University of Toledo faculty members and a representative from the Toledo Public Schools. Dr. Sam J. Yarger coordinated the efforts of Mr. Charles Sprandel, Dr. Frederick Buchanan, Mr. Richard Hersh, Dr. Ronald Warwick, Dr. Donald Small, Mr. Edward Wickes, and Dr. Richard Ishler, all from the university and Miss Helen Kennedy from the Toledo Public Schools.

The efforts of several others are also reflected in this proposal. From the University of Toledo, Dr. Richard Saxe and Dean George E. Dickson assisted in an advisory capacity. Dr. Edward A. Bantel, Oakland University, offered valuable assistance in planning the flexible structure of the academic program. Communication with the State of Ohio Department of Education provided general advisory assistance. Community agents from the greater Toledo area included the Reverend Al Reed, pastor of the Braden Methodist Church; John William Jones, Executive Director of the Economic Opportunity Planning Association of Greater Toledo; Jerry Harvey, Community Organization Specialist, Harambee, Inc.; Charles Carter, Executive Director, Board of Community Relations; and Dr. Warren Palmer, Toledo Optometerist. Their ideas and the ideas of others too numerous to mention are reflected in the concepts presented in this document.

C. Planning Process and Cooperative Efforts

It is difficult to reflect the tremendous amount of cooperative effort that went into the planning process. Many members of the writing team consulted with community agents, while others dealt with public school personnel. Finally, there was a maximum amount of intragroup consultation with the team coordinator attempting to keep the members of the proposal writing team informed of pertinent activities.

The general planning process consisted of a basic team meeting oriented toward a thorough understanding of the total responsibility. At this meeting, team members accepted specific responsibilities for writing chapters of the proposal, usually in sub-teams of two or three. This resulted in most team members serving on two or three sub-teams, thereby promoting a great deal of intragroup communication.

When each sub-team had completed its chapter, it was duplicated and submitted to the entire team for review. When the proposal was completed in draft form, the entire group spent two days editing before sending the proposal to the typist.

The process described above allowed for a maximum amount of communication and resulted in a document which represents a consolidated effort of university faculty, school personnel and community agents.

IX. CERTIFICATION AND DEGREE REQUIREMENTS

A. State of Ohio Certification Requirements

Successful completion of the Teacher Corps program will qualify candidates for the Provisional Elementary Certificate, (standard) certificate EDb-301-01 Laws and Regulations - State of Ohio, Department of Education Jan. 1, 1963.

B. Degree requirement

The degree of bachelor of education will be conferred by the University of Toledo upon completion of the Teacher Corps program.

C. Courses to be taken by interns which will fulfill the two-year Teacher Corps program requirements are as follows: Sections 1. and 2.

Seminar		Quarter Hours
Preservice Program	Summer 1969	12
Seminar I	Fall 1969	2
Seminar II	Winter 1969	2
Seminar III	Spring 1970	2
Interim Summer Program	Summer 1970	(Liberal Arts requirements)
Seminar IV	Fall 1970	2
Seminar V	Winter 1970	2
Seminar VI	Spring 1971	(Student teaching credit and concurrent seminar.) 15
		37

For further details concerning the seminar content see Chapter X.

3. The above seminars will be offered consecutively, one per quarter during the two year program. The last seminar and individual study block includes the credit hour total that the intern earned throughout the two year program toward fulfilling the student teaching requirement, the elementary certification and the bachelor of education degree.

4. Seminars will be designed uniquely and exclusively for interns. These

will be conducted in the public schools, the Teacher Corps center, and at appropriate locations in the community. Certain sessions may be held at the University of Toledo.

Content of the seminars will include:

a. Societal factors

b. Instructional Organization

c. Contemporary learning - Teaching process

d. Education Technology

e. Research

(See Chapter X, seminar description.)

The above content areas will vary in degree of emphasis according to current needs of interns throughout the program.

Tentative seminar format to be used early in the first quarter:

Broad goals (Content Areas)	Content	Learning Method
Societal factors	Family patterns and their influence on learning behavior	Lecture-discussion
Instructional Organization	Family patterns	Role playing
Contemporary Learning-Teaching process	" " "	Self & group Reaction analysis

5. University faculty, other than education, will be involved in the Teaching Corps program. Instructors from other disciplines such as sociology, psychology, urban geography and anthropology will be used in the seminars when required.

X. PRESERVICE UNIVERSITY PROGRAM

A. Conceptual Objectives

1. To sensitize interns to conditions of inner city life which lead to the culture of poverty.

2. To develop acceptance for cultural differences,e.g. the middle class view of illegitimate birth is generally contrary to the view of black ghetto residents.

3. To develop empathetic behavior; i.e., Intern will be able to identify and accept social and cultural difference existing between his style of life and that of the disadvantaged child.

B. Behavioral Objectives Interns should demonstrate effective behaviors in the following areas.

1. Intern should be able to understand and employ the language of the ghetto in order to facilitate communication and enhance the process of education.

2. Intern should be able to work cooperatively with a disadvantaged child.

3. Intern should be able to relate to groups of disadvantaged children.

4. Intern should be able to work with parents, adults and community leaders.

5. Intern should be able to cooperate within the team in defining, implementing, and evaluating objectives as he works with children, parents, team leaders, university personnel etc., both in experience and seminar situations stated below.

6. Intern should be able to demonstrate his ability to utilize certain teaching skills and to help the disadvantaged children learn through tutorial and/or small group settings.

C. Tentative Preservice Format. Implementation of objectives.

Experiences (formal and informal)	Seminar
day camp tutoring community projects playground summer school work with community agencies (church groups, community relations board, welfare people, school personnel, etc.) Temple sensitivity modules	analysis of experiences, utilizing literature and research data, role playing, video tape, media methods

The above represents the pattern to be followed throughout the entire two year Teacher Corps program. The program will be experientially oriented, with concurrent seminars (see section on Nature and Extent of Faculty Participation). For example, the interns may be initially required to work in a summer day camp with disadvantaged children. The seminar (which could be held at camp) would address itself to such problems as motivation, interpersonal relations, and individual differences. Subsequently, the conceptual tools which would help to resolve these problems would be explored. Thus there might be a need to look at the problem using sociological and anthropological concepts and techniques (Societal Factors) and methodology (Instructional Organization) which might necessitate using educational technology such as videotape, audiotape, as well as psychological concepts (Contemporary Learning-Teaching Process) and evaluative data. (research) In essence this seminar would continue to operate in an interdisciplinary fashion.

The seminars will be grounded in concrete experience and will evolve in a spiral fashion. Preservice experience, such as tutorials, micro-teaching, sensitivity modules, and contacts with individual parents will be limited, structured and therefore more controllable. Experiences will become increasingly sophisticated and complex as interns deal with groups of children in camp, classroom, and among parents and community groups.

Simultaneously, the seminars will initially deal with the concrete and specific problems and questions which are raised by the intern out of his initial experiences. That is, practical solutions to practical and real problems rather than the usual academic rhetoric. Here we are concerned with preparing the intern for his September teaching responsibility. This is not to say that we are producing recipes, but rather setting a foundation on which we can deal with more complex problems. Thus, psychology of learning, for example, will not be taught in the usual formal sense preceding experience with children, but rather will be taught as questions arise from the experience which then might be answered using psychological concepts. Learning in this context will be inductive-deductive rather than "telling and testing". The seminar will focus on analyzing the problems, questions, and solutions raised by the interns which then can be tested in their continuing experiences. They will hopefully "discover" teaching and learning strategies. The staff (university and public school personnel) members are to be seen as mediators between the intern's problems and the explanation, understanding, and solution of those problems.

In summary, both experientially and conceptually, the interns, in the initial stages of the program, will be dealing with particular events and the explanation of those events while in the later stages they will be dealing with classes of particular events and their explanations and ultimately, their solution.

Implicit in the entire process and analysis of experience, are evaluation and sensitivity training which we see as critical to the ultimate success of both the program and the individual intern.

Sensitivity

Rather than the use of the formal T-group sensitivity training session, we envision sensitivity as growing out of the intern's attempt to deal with daily problems and the direct confrontation and analysis of those "hangups" in the seminar sessions; e.g., role playing, simulation, discussion and self-analysis with peers and staff. This "sensitivity" development will also apply to staff. Qualified faculty will be employed to help us deal with this aspect of the Teacher Corps training. A close association with the inner city is crucial to the success of the sensitizing process.

Evaluation

We envision three continuous evaluation processes which are threaded through the entire program. (1) Self-evaluation -- The intern will be constantly asked to evaluate his own goals, precepts, attitudes, and his ability to deal with the problems of the inner city, hoping that his commitment to the teaching profession is manifested as it focuses upon inner city youth. (2) Program evaluation of the intern -- During the summer preservice training it is imperative that program staff evaluate the potential of each intern regarding his future in the profession. During the regular year the intern will be evaluated continuously regarding his growth and fitness for further involvement in the program. (3) Evaluation of program -- The preservice summer program will be evaluated by staff and students, changes being made where needed. Constant evaluation will also take place during the year by students and staff.

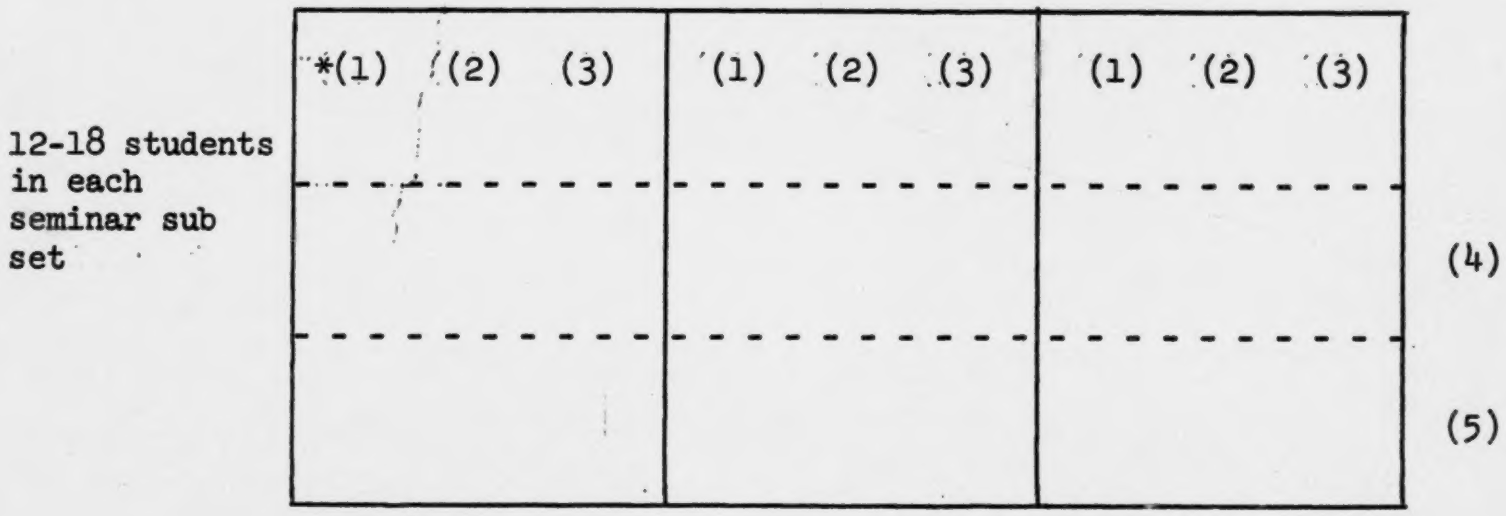
Nature and Extent of Faculty Participation

The seminar will be divided into three sections of 12-18 interns and a nucleus of three faculty members acting as a differentiated team. Seminars will not only be conducted at the university but also in the public schools and a teach-in facility.

The core of the differentiated team will consist of experts in the fields of Instructional Organization, Contemporary Teaching-Learning Process, and

Societal Factors. Specialists in Educational Technology and Research will be utilized when appropriate as well as faculty from the sciences and humanities.

The Seminar



*Key

1. Societal Factors
2. Instructional Organization
3. Learning-Teaching Processes

Substantive Areas

4. Educational Technology
5. Research

Simultaneously, members of each of the differentiated teams will be involved both as observers and active participants in the summer experiences such as the day camp, tutorials, playgrounds, and summer school classrooms. During inservice, faculty will be actively involved in the public schools. To illustrate, the faculty member might videotape his seminar group while they are teaching in order to develop materials to be used in micro-teaching sessions and analysis. He might also conduct a demonstration lesson and/or be involved with public school teachers and team leaders in planning intern experiences. Hence we see both faculty and intern proceeding through an experience-seminar process. It is incumbent upon faculty to be equally involved in the total corps activity.

Orientation

Preservice orientation to school and community will serve to introduce interns to the schools and community in which they will be participating. In the short run (summer) this will serve to sensitize the intern to the community and its schools. In the long run this will enable the intern to better utilize the school and community personnel and facilities in resolving inservice problems and to effectively carry out his role as a change agent.

This preservice orientation will be conducted through association with the following key community contacts and organizations: Toledo Metropolitan Housing Authority, community and private welfare agencies, Board of Community Relations, church groups (Black Pastors Organization), Police Community Relations Board, city administration, NAACP, Urban League, CORE, SNCC. Use of sensitivity modules will be emphasized in this aspect of the program.

Orientation to the schools will be facilitated by introducing the corpsman to school administrators and boards of education, teacher organizations, and educational specialists (e.g. psychologists, counselors, reading specialists, etc.). Most important in preservice school orientation is the creation of a proper relationship between team leader and intern.

Training of Team Leaders

Team Leaders' preservice orientation will take place one week prior to the interns' preservice summer session. Principals of the target schools will be invited to participate. See Chapter XV.

The Team Leader seminars will focus upon diagnostic tools which will enable them to help develop the individual teaching styles of the interns. This might be accomplished through the use of interaction analysis systems (e.g. Flanders) microteaching techniques, and use of video and audio tape equipment. Group dynamics skills, use of observational checklists, and preparation of communication and teaching-learning models will also be included. In order to create a partnership among team leaders, principals, and university staff within the differentiated team concept we will invite principals to participate in these sessions both as instructors and learners.

Team Formation and Determination of School Assignments

The preservice teams will be formulated using the information garnered in the selection process. Such information will include transcripts, references, interview data, test data, personal biographies, and any other pertinent information. At the conclusion of the preservice program, team composition will be assessed and changes will be made where necessary. Reassessment of interns will be based upon interpersonal relationships, intern's choice, and team leader evaluations. At this time some interns might choose to leave the program; others might be asked to leave.

School assignments will be based primarily upon team leader and principal recommendation.

XI. UNIVERSITY ROLE IN INSERVICE PROGRAM

A. Teacher Preparation Program

One of the main purpose of the inservice program is to make the corpsmen aware of the needs of the school and disadvantaged community. It is the hope of the university staff that the participants of the Teacher Corps program will be teachers who will understand and relate to the disadvantaged child within the child's own life style.

In order to make the interns more aware of the culture, the community, and more specifically the needs of the child in this community, the university will structure seminars and individualized instruction to facilitate these goals.

1. Seminar Content: The following areas will be emphasized in the seminar setting.*

Societal Factors
Instructional Organization
Educational Technology
Contemporary Learning-Teaching Process
Research

The specification numbers are to be considered generally indicative of the areas and sequences the seminar _might_ take. They are _not_ to be considered inclusive or exclusive of the eventual seminar structure. Rather, they merely indicate areas and sequences of _possible_ use. The specifications were selected on the basis of preservice applicability to the disadvantaged and/or inner city child. For example, Number 4038 on page 473 of the Report uses a videotape showing children's interactions with an emphasis on social class variables.

Keysort system provides that the specifications may be selected by categories as shown on the next page.

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*Volume II page 1,2, _Ohio Consortium Report_

Societal Factors

Number	Page
1) 4015	456
2) 4019	457
3) 4020	458
4) 4038	473
5) 4039	474
6) 4040	475
7) 4050	477
8) 4058	480
9) 4067	484
10) 4051	491

Instructional Organization

Number	Page
1) 1062	17
2) 1063	17
3) 1065	19
4) 1066	20
5) 1067	21
6) 1070	23
7) 1145	77
8) 1146	78
9) 1173	156
10) 1223	213

Educational Technology

Number	Page
1) 2035	227
2) 2040	230
3) 2043	232
4) 2045	234
5) 2052	240
6) 2085	289
7) 2086	290
8) 2087	291
9) 2089	292
10) 2001	305

Contemporary Learning-Teaching Process

Number	Page
1) 3112	339
2) 3116	344
3) 3078	351
4) 3085	355
5) 3123	361
6) 3134	369
7) 3135	369
8) 3037	407
9) 3069	435
10) 3076	440

Research

Number	Page
1) 5055	610
2) 5002	633
3) 5004	638
4) 5005	638
5) 5006	642
6) 5008	646
7) 5009	651
8) 5012	654
9) 5099	663
10) 5110	671

2. Seminar Structure:

The seminar structure will continue the same organizational pattern used in the Preservice Program; i.e., 3 staff members to 12-18 students. (See Chapter X under Nature and Extent of Faculty Participation.)

Throughout the seminar program the major areas of concern previously mentioned will be discussed with varying emphasès according to need and desire of the corpsmen. However, the internal nature of each seminar will be noted for three concurrent focuses:

a. Planning Focus

  1. Short term: planning with the inservice program.
  2. Long term: the team as an agent for educational change within the Corps program and eventually within the total school system.

b. Substantive Focus: The intern will develop an increasing awareness of the content and technology which will enhance the change process.

c. Evaluation Focus: Evaluation will be a continuous process dealing specifically with correlating the substantive concerns to the planning focuses. In turn, these two areas will be evaluated in light of the tripartite emphases, namely; teacher preparation program, Intern program in the school, and involvement in the community.*

The unique design in the school participation program allows time for individualization of instruction and tutorial needs which will exist throughout the morning and the afternoon in addition to the time stated during the evening hours.

Upon completion of the Teacher Corps program, the interns will be fully prepared to assume regular teaching responsibilities and will meet the Ohio State Department of Education Certification regulations.

The College of Education has assured certification of interns who have successfully completed the Teacher Corps program requirements as stated by the Toledo Public School System and the University of Toledo.

B. Interning in the School

In addition to the seminars and individual instruction, the interns will

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*CIPP Evaluation Model
Volume I, page 220, Ohio Consortium Report

spend approximately 60% of the school week in the schools.

Four schools in the disadvantaged areas of Toledo will be selected by the Toledo Public System. Two Corps teams will be assigned to each school. One team will be assigned to a designated group of pupils in the morning session, the second team will be assigned to the same group of pupils in the afternoon session.

Ta - morning team in the school

Tb - afternoon team in the school

La - team leader in the morning

Lb - team leader in the afternoon

TEACHER CORPS INTERNS

	School 1	School 2	School 3	School 4
A.M.	Ta & La	Ta & La	Ta & La	Ta & La
P.M.	Tb & Lb	Tb & Lb	Tb & Lb	Tb & Lb

1. Rationale for Team Scheduling in School
    - a. To fulfill the liberal arts requirements in order to complete the undergraduate degree requirements.
    - b. To provide articulation between team leaders within a single school.
    - c. To provide for an interrelating of two school team experiences.
    - d. Innovation will be promoted by one team leader reinforcing the other.
    - e. Research is enhanced by having pupils contained entirely within the Teacher Corps class structure.
    - f. Allows for individualized instruction of interns during the school day and evening, in and out of the school setting, and on a formal and informal basis.

The program will provide work with many teachers within the school, a wide variety of professional experiences and contacts beyond the school, and involvement in school-extended services to the disadvantaged community.

The following patterns of involvement fulfill the above:

Intern-School Staff

To provide wide experience with public school staff. Interns will be afforded the opportunity to work with:

a) subject matter coordinators
b) other teachers
c) instructional media specialists
d) special area teachers (music, art, phy. ed. etc.)
e) resources teachers (reading specialists)
f) Curriculum Materials Center persons

Intern-School Based Services

To provide wide experience with school based services to the disadvantaged Community. These might include:

a) home visitation (attendence; clothing, food, and referral services)
b) medical services
c) P.T.A.
d) lighted school program
e) adult education program
f) psychological services

Intern-Community

To insure a broad base of contact with the total community in relation to instructional goals. Possible use might be made of the following:

a) Toledo Metropolitan Park Board
   1) Field trips
   2) Overnight camping
b) Toledo Zoo
c) Juvenile court system
d) Toledo police
e) Lucas County welfare organization
f) Black organizations
g) Board of Community Relations

C. Community Activities

The university, the Toledo public school system, and the various community organizations will cooperate in providing experiences that will enchance the interns' outlook on and proficiency in dealing with the life style of the disadvantaged community. Experiences to meet these needs have been demonstrated in the topics above: "Intern-School staff", "Intern-school services", and

"Intern-Community". These are by no means meant to be inclusive or exclusive. In fact, it is hoped that the interns, the public school personnel, and individuals in the disadvantaged community will continue to suggest relevant experiences to further the interns' education.

Intern involvement in community activities may take place during the time not given to classroom participation or academic requirements. At least two full mornings or afternoons in addition to evenings and weekends will be scheduled for community activity. Interns will be involved in the community well above the required minimum time. The fact that they will be residing in the community affords the opportunity to meet the many needs of the community, the school, and the corpsmen.

XII. INTERNSHIP IN SCHOOL

A. Problems of Schools

The multiplicity of problems reflected in the individual school descriptions that follow indicate the challenging task facing teachers as they seek to promote a sound education for each child. Hence, teacher training must include preparation to deal with many aspects of school and community life.

Mobility of pupils, the need for language development, and the improvement of the child's self image demand greater individual and small group instruction. Schools do not exist in a vacuum, they exist within the community as a whole; therefore, problems such as these must be faced in the immediate environment. It is essential that corpsmen gain a background of knowledge in all areas of the school curriculum and an understanding of the social background of the students they teach. In this way they will be better able to apply practical and realistic methods and techniques to the resolution of such problems. The following sections contain descriptions of the target schools.

1. Ella P. Stewart School

The Ella P. Stewart School is situated in the inner city area of Toledo with a total minority group population. Mobility of families is moderate. Homes consist mostly of one or two-family structures; about 20% live in multiple dwellings. There is noticeable rate of decline in property value in spotted sections of the school neighborhood.

The school building, which is relatively new, is in good condition except for the roof. The enrollment ranges from 650-700 pupils in kindergarten through the eighth grade. The children of this school live in a black ghetto and about 60% of the families are ADC recipients.

Of the twenty-five classroom teachers, only four are probationary teachers. Other staff members include a remedial reading teacher, a resource teacher, and parent aides who assist in the first grade classes as provided for through a federal program. Although the educational level of most parents is relatively low, they show great concern for the education of their children and the Mother's Club is very strong.

Given their present self-image, many of these children have little aspiration to succeed in society as presently constituted. Hence, the school has as its theme "Building a Good Self-image," and endeavors to furnish wide experiences toward attaining this goal and looking to the future. The teacher corpsmen can help both the pupils and parents become aware of the possibilities of success as contributing citizens with other Americans. There is a great need for individualized teaching, especially in reading and basic skills. Understanding and individual attention must be given to emotional problems; interests and talents must be developed in extra-curricular activities.

2. Walbridge School

Walbridge School is located in the south end of Toledo and houses over 800 pupils from kindergarten through eighth grade. The overwhelming majority of these students are white. Most classes average over thirty with thirty-four and thirty-five in each first grade section. This district, for the first time, is receiving Catholic families above kindergarten level from St. James and St. Charles parochial schools.

Approximately 75% of the homes are single family dwellings in the $4,000 to $7,000 price range. Most of the poorest families live in multiple dwellings on Gibbons, Airline and Whittier Streets. A high percentage of the families are retired railroad workers. Of the remainder, most parents and some grandparents attended Walbridge. The building is approximately 54 years old.

The professional staff consists of twenty-eight classroom teachers; five of whom are new this year. There are three Adjusted Curriculum classes for core levels 3, 4 and 5. Speech therapy is available twice a week, but for only the most extreme cases. Two Head Start classes are also housed in this building.

No professional counseling service is available in the school; therefore, the many emotional problems of pupils must be dealt with by the classroom teacher. About 30% of the pupils are from broken homes. Moreover, the neighborhood is spotted with bars which parents frequent almost as soon as pupils leave for school.

Teachers who have transferred from this school have done so because they could not handle the problem of working with so many cases of children who are improperly fed, physically abused and emotionally upset. Given the multiplicity of problems and the high pupil-teacher ratio even our most competent teachers find it impossible to effectively individualize classroom instruction. The inclusion of Teacher Corpsmen in this school should help to alleviate this condition.

Efforts are being made to strengthen home-school relations through the P.T.A. and the Mother's Club. The Lighted Schoolhouse Program is providing new experiences for parents and children. Brownie and Girl Scout activities have also been initiated.

The opportunity for personal development and fulfillment for many of these children exists within the schools. While interns of the Teacher Corps will benefit from the training they receive, simultaneously, they will be able to contribute additional services and concern presently unavailable to the children.

3. Glenwood School

Glenwood School is in the central city area presently affected by a high rate of family mobility. The racial composition of the neighborhood is changing rapidly, but in spite of this there is, in general, a genuine desire to conserve and rehabilitate the community. There is a definite need for more parental involvement to strengthen attitudes and understanding of the home's importance in the education of their children. The percentage of poverty is relatively high with approximately 30% of the families as welfare recipients.

The school building is in excellent condition, as it is one of the newest structures in the system. However, due to the increased enrollment in recent years, portable classrooms are being used. There are 1450 pupils in kindergarten through eighth grade. Of forty-five classroom teachers, an extremely high percentage are new. Services available include the remedial reading teacher, resource teacher, parent aides, community coordinator and one counselor. The educational problems of this school are similar to those described above and Teacher Corpsmen will fulfill the roles described in the previous sections.

4. Lagrange School

The Lagrange School is situated in an economically depressed area of Toledo. The multi-ethnic school community is made up of poor, Appalachian whites (the majority), Spanish-Americans, Negroes, Orientals and Indians. Transient families are common and approximately one-third of them are ADC recipients.

The school building is almost 100 years old and requires considerable teacher and pupil creativity to enhance the physical appearance of rooms and halls. This is important in helping to create a conducive atmosphere for learning in a place otherwise characterized by drab walls, high ceilings, and cracked plaster.

The teaching staff is stable, cooperative and dedicated. Special services include a resource teacher, remedial reading teacher and speech therapist.

Lagrange has approximately 800 pupils in kindergarten through eighth grade. This year special education pupils are bussed to another school for classes. In an effort to meet the many needs of pupils who also have widely varying achievement levels within first grade, team teaching was initiated. This innovation was recently expanded to include more teams at the primary level. The Teacher

Corps will further enhance the concept of team teaching that is developing in this school. The community could be characterized by apathy and discouragement, and thus, we are striving for increased home-school involvement. Such experiences include P.T.A., the Lighted School Program and Adult Education classes. The results have been limited, but we realize that the challenge is ours to help the parent and the child at Lagrange School. There must be stimulation and motivation for educational attainment from both the home and the school.

B. Training and Responsibilities of Corpsmembers in the Schools

The major goal of Toledo Public Schools is to provide a quality education for every child. The primary function of the elementary school in the implementation of this goal must be the development and execution of an improved program of individually guided education. We see the elementary school as a humane and humanizing institution. This implies the development of unique and innovative instructional organization based on the recognition of differences in cultural backgrounds, individual capacities and learning styles of children. With new developments in elementary education it has become increasingly apparent that it is not efficient in terms of the teacher's personal planning and development to require that he be in charge of a self-contained classroom during the entire school day. Teachers require time for cooperative planning, instructional development and study during their work day if teaching is to be recognized as a *bonafide*, dynamic profession.

The Teacher Corps program will employ a unique relationship of principals, teachers, special school staff, university faculty, community representatives, team leaders, interns and teacher aides within each target school. (See Chapter XI, Section B, "Interning in the School.")

During the initial stages of the interns' experience they will engage in the following kinds of activities:

1. Observing in various classrooms
2. Communicating with parents
3. Tutoring individuals
4. Preparing learning aids
5. Working with small groups
6. Working with pupils in independent activities
7. Participating in field experiences which build community awareness
8. Assisting in parent education programs

These will lead toward the interns' involvement with more specific classroom responsibilities in a differentiated team teaching approach. Such an approach will facilitate opportunities for learning to:

1. provide a means by which more flexible grouping patterns can be established according to pupil need.

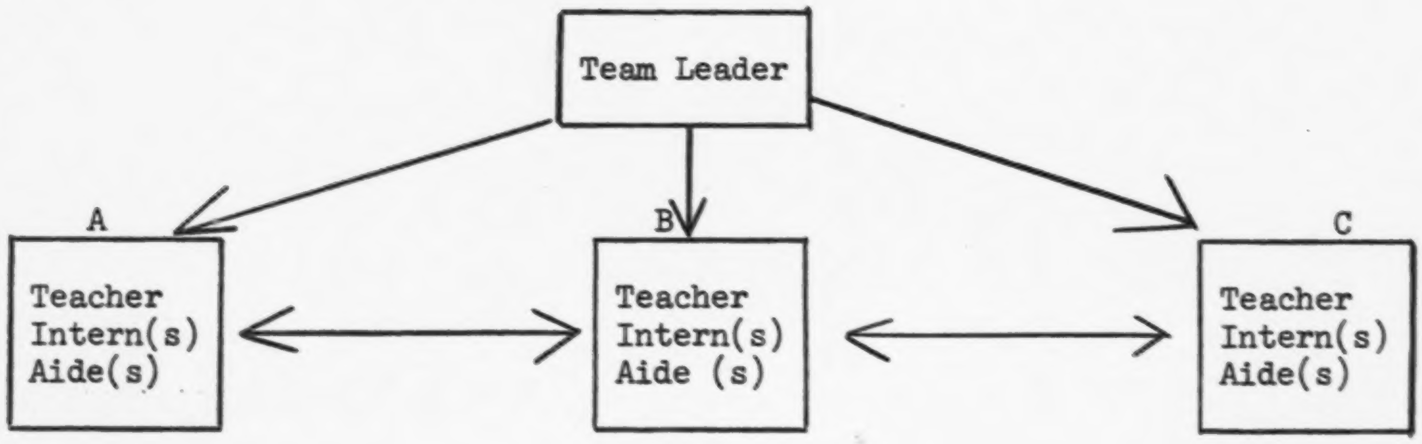
2. improve the quality of instruction by sharing ideas through cooperative planning, execution and evaluation.

3. recognize and utilize each intern's unique interests and competencies in the fulfillment of the team's overall effort.

4. develop resourceful, creative teaching strategies through experimentation with the contemporary learning-teaching process and educational technology.

5. recognize the importance of continuous evaluation.

Interns will become loosely identified with specific classrooms and/or groups of children if a team teaching concept is already in effect. Thus we envision classroom teams--one teacher, intern(s) and teacher aide(s)--with a classroom group or cluster of children. Initially the intern will hold little responsibility for classroom instruction, but rather would begin to work with small groups of children. This he may do with another intern, the teacher, or a teacher aide. As the intern identifies his need for specific skills and methods while working with small groups, the seminars would attempt to deal with these problems, utilizing conceptual frameworks, public school personnel, and video tape in the school. As the intern begins to master small group skills, he will be given the opportunity to work with larger class groups. Again there will be relevant analysis in the seminar setting. The above organization is illustrated in the following figure.



Boxes A, B, C represent the classrooms or a cluster of children identified by grade or skill level. While the intern might primarily identify with a particular group or classroom of children, we envision movement of interns between classrooms, as well as cooperating teachers working together. Thus one teacher may have a need for six interns on a particular day (a field trip, for example) which the system could accommodate without disrupting normal classroom procedure in the other classrooms. The team leader would be responsible for coordinating the use of interns as the experience and needs dictate.

Planning for instruction and a cooperative effort is crucial in team operation. Corpsmen and cooperating teachers will assess each child's level of achievement, progress and other characteristics. This will result in the intern's recognition of the value of group assessment in contrast to that done by a single teacher in a self-contained classroom. Based on such assessment, individuals are assigned to a large group, class-size groups, small groups and one-to-one activities in order to achieve the instructional objectives for each child. These planning and evaluation sessions will be held once weekly and more often if necessary. The agenda may be cooperatively designed by team leaders, cooperating teachers, special school staff and interns. Similar topics may also be dealt with in the seminar with appropriate utilization of public school personnel and university faculty.

A second level of planning may involve school system curriculum supervisors, principals, team leaders, cooperating teachers and interns and deal with curriculum revision and innovation based upon instructional issues emerging from the first level of planning.

The direction is clear that the interns will move through the designated steps as defined on page 17 of the Teacher Corps Guidelines. The experience structured in this Teacher Corps program will allow the intern to move from the one-to-one tutorial relationship, through small group instruction and team teaching involvement to an acceptance of full teacher responsibility in large group settings.

The Teacher Corps team and individual interns will provide valuable services to the school and community that would have been unavailable otherwise. We envision the implementation of a differentiated team teaching approach as fostering attitudinal changes in the children, providing for social adjustment, giving remedial help, furnishing many enriching experiences and promoting the professional growth of each school's staff members. Community involvement will stimulate parental interest and participation in the school program and strengthen school relationships with community agencies and representatives.

SCHEDULES - INTERN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. M.	Ta University	Ta - Related activities Home visitations Tutoring Field trips Team meetings Conferences Seminars Other classes	Ta - University	Ta - Related activities Home visitations Tutoring Field trips Staff meetings Conferences Seminars Other classes	Ta - University
	Tb - School ←	Tb - School Observe and help in classrooms - individual, small group and large group learning activities based on intern readiness and relevance to teaching-learning process; individual intern-teacher conferences.	Tb - School	Tb - School	Tb - School →
P.M.	Tb - University	Tb - Related activities Home visitations Tutoring Field trips Team meetings Conferences Seminars Other classes	Tb - University	Tb - Related activities Home visitations Tutoring Field trips Team meetings Conferences Seminars Other classes	Tb - University
	Ta - School ←	Ta - School Observe and help in classrooms - individual, small group, and large group learning activities based on intern readiness and relevance to teaching-learning process; individual intern-teacher conferences	Ta - School	Ta - School	Ta - School →

Community School Activities - P.T.A.

C. Community Involvement*

1. Camping experiences
2. Day camping in metropolitan Toledo facilities
3. Beautification and conservation activities involving school and neighborhood
4. Field trips
5. Resource personnel drawn from community into school setting
6. Cultural involvement (Parent-Child Theater Workshop, crafts, activities)
7. Lighted Schoolhouse Program
8. Home Visitations
    - (a) conferences
    - (b) tutorial help (children confined to home due to illness)
    - (c) home visitations with nurse, social worker, for special observations
9. Discussion groups and seminars concerning family and community problems
10. Recreational activities
11. Affiliation in, and involvement with, church groups
12. Relevant involvement with community agencies such as:
    - (1) Neighborhood Opportunity Centers
    - (2) United Appeal Neighborhood Centers
    - (3) Guadelupe Center (Catholic Charities)
    - (4) Indiana Avenue YMCA
    - (5) Toledo Metropolitan Housing Authority

D. Correlation of Teacher Corps with Other Programs and Resources

As interns become an integral part of each school staff they can relate in meaningful ways to the special staff members and services such as:

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*See also Chapter X, Section "Pre-Service Orientation" and Chapter XI, Section "Intern-Community."

SCHEDULE - TEAM LEADERS*

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.	Leader A - A Reports Consultation with principals Individual planning and research	Team meetings for scheduling and organizing for instruction Demonstrations	Liason activities with university and community Requisitioning	Coordinate team team activities Conferences Field trips	Home visits Seminars
	Leader B - B Observe and supervise interns' initiate development of groups and teaching strategies, individual conferences with interns' observations and planning sessions				
P.M.	Leader B - B Reports Consultation with principals Individual planning and research	Team meetings for scheduling and organizing for instruction Demonstrations	Liason activities with university and community Requisitioning	Coordinate team activities Conferences Field trips	Home visits Seminars
	Leader A - A Observe and supervise interns; initiate development of groups and teaching strategies; individual conferences with interns; observations and planning sessions.				

*This schedule illustrates the kinds of activities the intern will experience, but not necessarily on the day stipulated. These activities will be planned in accordance with availability of teams and interns.

counselors,

resource teacher,

remedial reading teachers,

community coordinators,

parent aides,

instructional media coordinators,

visiting teachers, and

nurse.

The four target schools are all identified as Title I Project Schools and benefit from federally funded programs. Interns will also identify with such programs as Head Start, Adult Education, Lighted Schoolhouse, Special Education Classes, Mother's Clubs and P.T.A. Corpsmembers will be oriented to the professional activities of the Primary Council, the Intermediate Council, the International Reading Council, Curriculum Study Groups and Textbook Study Committees. Field experiences will allow cooperation with Community Action Programs and with agencies that directly affect families of the school communities.

The Teacher Corps program will effect institutional changes that satisfy some of the unique needs of the Toledo Public Schools now and facilitate development for the future. For example:

1. Increased use of team teaching
2. Stronger home-school-community relations
3. Growth in professional development
4. Career development of teacher aides.

XIII. STAFF

A. Introduction

The implementation of this undergrauate teacher training program presents some unique staffing problems. A differentiated teacher training team must be conceived as more open ended than a differentiated elementary team. Although the teams are built around a nucleus of three faculty members representing Instructional Organization, Contemporary Learning-Teaching Process, and Societal Factors, the other university team members must remain unspecified. Specific team members representing the areas of Educational Technology and Research will be used extensively, but so will supplementary personnel representing specific content within the context of these five general areas. Supplementary team members will include not only recognized authorities, but also classroom teachers, liberal arts faculty, and community agents. The role of the university faculty team leaders is thus expanded from participating and teaching to developing contacts within their area of responsibility so that a variety of specialized participants can be employed.

The reference to a variety of teams can be confusing to any reader. The figure below is intended to differentiate the teacher training team, the Teacher Corps team, and the elementary school team. The shaded areas indicate team membership of the individuals listed in the left hand column.

Team Memberships

	Teacher Training Team	Teacher Corps Team	Elementary School Team
University Faculty	▨		
Team Leaders	▨	▨	
Interns		▨	▨
Public School Teacher			▨
Parent Aides			▨
Ancillary Personnel	▨		

B. Basic Administrative and Teaching Staff

1. Director

   a. Name Dr. Sam J. Yarger, Assistant Professor of Education, University of Toledo.

   b. Education B.S., 1959, Eastern Michigan University; M.A., 1962, University of Michigan; Ph.D., 1968, Wayne State University.

   c. Responsibilities 50% of this person's time will be devoted to administration during both the preservice and inservice program. He will also assume teaching responsibility in the area of Contemporary Learning-Teaching Process.

   d. Experience Elementary teacher in Pontiac, Michigan, poverty area, 1959-1961. Psychological Intern at Oakland County Schools, Fall, 1961. School Psychologist, Royal Oak, Michigan, public schools, 1961-1965. Elementary principal, Royal Oak, Michigan, public schools, 1965-1966. Teaching Fellow in Educational psychology at Wayne State University, 1966-1967. Consultant to Detroit Public Schools in classroom management, 1967. Assistant Professor of Psychology, Oakland Community College, 1967-1968. Consultant to Fernadle, Michigan, Public Schools in teacher training for emotionally disturbed children, 1968.

2. Associate Director

   a. Name to be named

   b. Education

   c. Responsibilities 100% of this person's time will be devoted to administrative duties during both the preservice and inservice program.

   d. Experience

3. Instructior - Societal Factors

   a. Name Dr. Frederick S. Buchanan, Assistant Professor of Education, University of Toledo.

b. Education B.A., 1959, University of Utah; M.S., 1961, University of Utah; Ph.D., 1967, The Ohio State University.

c. Responsibilities 25-75% involvement in instruction and coordination of teacher training team.

d. Experience Research Fellow, University of Utah, 1959-1960. Teacher, History and English, Bountiful, Utah, 1960-1963. Graduate Assistant, The Ohio State University, 1963. Research Associate, The Ohio State University, 1964-1967. Participant, Conference on Freedom and Control in Education, University of Chicago March, 1967. Participant, Workshop or Urban Teacher Education, The Ohio State University August, 1968. Series of Seminars with black students on racial prejudice and its educational implications, University of Toledo, 1968.

3. Instructor - Societal Factors

   a. Name Dr. Edward Nussel, Professor of Education, University of Toledo

   b. Education B.S., 1953, University of Detroit; M.Ed., 1957, Wayne State University; Ed.D., 1964, Wayne State University.

   c. Responsibilities 25-75% involvement in instruction and coordination with teacher training team.

   d. Experience Staff member, NDEA Institute for Teachers of Disadvantaged Youth. Director, Title I, ESEA Institutes for Teachers and Administrators of Disadvantaged Youth, Toledo Public Schools, 1966, 1967, 1968. Upward Bound, Advisary board member. National Teacher Corps, federal liason officer. O.E.O. Community School, Inservice education, Spencer Sharples Local Schools, (poverty area) 1966-1967. Currently conducting research on attitude changes of teachers who attend federally funded institutes.

4. Team Leader - Societal Factors

   a. Name Charles W. Sprandel, Assistant Professor of Education, University of Toledo.

b. Education B.A., 1960, Albion College: M.A., 1964, University of Michigan; Ph.D. candidate, 1969 (expected), University of Michigan.

c. Responsibilities 50-75% responsibility for coordination of team and instruction.

d. Experience Teacher, twelfth grade, Waima, Kauai, Hawaii, 1964. Teacher, Japanese elementary school, Fuchu, Japan, 1964-1965. Assistant Professor of Education, University of Toledo 1965-present. Series of seminars with black students on racial prejudice and its educational implications, University of Toledo, 1968.

5. Instructor - Instructional Organization

   a. Name Dr. Donald D. Small, Assistant Professor of Education, University of Toledo.

   b. Education B.S., 1955, Indiana University; M.S., 1963, Indiana University; Ed.D., 1967, Indiana University.

   c. Responsibilities 25-50% involvement in instruction and coordination with teacher training team.

   d. Experience Teacher, Ford Foundation Instructional Systems in Teacher Education, Indiana University, 1965-1967. Associate Professor of Education, Western Kentucky, University, 1967-1968. Consultant, Communicative Skills Project of Project Talent, 1967-1968. Consultant, Linguistics Program of NDEA Advanced Study Institute, 1967-1968. Four Published Articles, 1967-68

6. Team Leader - Instructional Organization

   a. Name Dr. Ronald P. Warwick, Assistant Professor of Education, University of Toledo.

   b. Education B.S., 1963, Loyola University, Chicago; M.Ed., 1965, Loyola University Chicago; Ed. D., 1968, Indiana University.

   c. Responsibilities 50-75% responsibility for coordination of team and instruction.

d. Experience Teacher, Taft High School, Chicago (poverty area), 1963-1966. Supervision and assistant in student teaching department, Indiana University, 1966-1968. Head Counselor , Upward Bound, Indiana University, 1967-1968.

7. Instructor - Instructional Organization

a. Name Edward B. Wickes, Associate Professor of Education, University of Toledo.

b. Education B.S., 1941, Michigan State University; M.Ed., 1951, University of Michigan.

c. Responsibilities 25-75% involvement in instruction and coordination with teacher training team.

d. Experiences Project Director, Spencer Sharples Local Schools (poverty area) Summer Enrichment Program, 1965, 1966, 1967. Participant, Workshop for Inner City Education,The Ohio State University, summer, 1968. Member, Association for Motivation of Potential Scholars, assisted in planning and implementing tutorial program for disadvantaged youth, 1964-1965. Member, Evaluation Committee for Toledo area Head Start Program, Office of Economic Opportunity.

8. Instructor - Contemporary Learning-Teaching Process, and Research

a. Name Dr. Dean Lee Meinke, Associate Professor of Education, University of Toledo.

b. Education B.A., 1954, Wisconsin State College; M.S., 1961, Wisconsin State College; Ph.D., 1966, University of Wisconsin.

c. Responsibilities 25-50% involvement in instruction and coordination with teacher training team.

d. Experience Instructor and Research Assistant, University of Wisconsin, 1962-1964. Instructor of Education, Miami University, 1964-1968. Assistant Professor of Psychology, Indiana State University, 1965-1968. Recipiant of Institutional Grant, Indiana State University, 1966. Participant, AERA pre-session on Bayesian statistics, 1967. Evaluation Consultant, team teaching, Wabash County Supplementary Education Center, Indiana State University, 1967-1968. Participant, AERA pre-session on Concepts, Content and Strategies for the evaluation of educational Program 1968. Nine published articles, 1963-1968.

9. Instructor - Educational Technology-Contemporary Learning-Teaching Process

   a. Name Richard Hersh, Assistant Professor of Education, University of Toledo.

   b. Education B.A. 1964, Syracuse University; M.S., 1965, Syracuse University; Ed.D. candidate, 1969 (expected), Boston University.

   c. Responsibilities 25-50% involvement in instruction and coordination with teacher training team.

   d. Experience Teacher, secondary schools, Winchester and Lexington, Massachussetts. Supervisor, student teaching program for Boston City Schools, Boston University.

C. Ancillary Personnel

In addition to the core of the teacher training teams listed above, a partial list of consultants and part-time faculty is presented in order to aid the reader in visualizing the potential scope of this endeavor. This list should not be considered exhaustive, but rather exemplify the variety of skills that many participants will bring to the program.

1. Dr. Robert Bernhoft, Assistant Professor, University of Toledo (Specialist in Group Processes).
2. Dr. Edward Bantel, Professor of Education and Psychology, Oakland University (Educational Technology, Instructional Organization).
3. Dr. Dennis Sherk, Director, Audio-Visual Department, University of Toledo (Educational Technology)
4. Dr. Richard Saxe, Assistant Dean, College of Education, University of Toledo (Instructional Organization).

5. Dr. Schley Lyons, Assistant Professor of Political Science, University of Toledo (Societal Factors).

6. Dr. Reemt Baumann, Associate Professor of Education, University of Toledo (Research).

7. Dr. Gregory Trzebiatowski, Professor of Education, The Ohio State University (Educational Technology).

8. Donald Setterbo, Instructor in Sociology, University of Toledo (Societal Factors).

9. Dr. Robert White, Assistant Professor of Sociology, University of Toledo (Societal Factors).

10. Dr. Joseph Scott, Associate Professor of Sociology, University of Toledo (Societal Factors).

11. Tom Coffey, Associate Professor of Social Work, University of Toledo (Societal Factors).

12. Dr. Sidney Kaplan, Professor of Sociology, University of Toledo (Societal Factors).

13. Dr. Lancelot Thompson, Vice President Student Affairs, University of Toledo (Societal Factors).

14. Dr. Simmie Blakney, Associate Professor of Mathematics, University of Toledo (Instructional Organization).

15. Thomas E. Willging, Assistant Professor of Law, University of Toledo (Societal Factors).

16. John William Jones, Executive Director, Economic Opportunity Planning Association of Greater Toledo (Societal Factors).

17. Robert Sciplin, Executive Director, Harambee, Inc. (Societal Factors).

18. Jerry Harvey, Community Organization Specialist, Harambee, Inc. (Societal Factors).

19. U.S. Nix, Director, East Toledo Neighborhood Opportunity Center (Societal Factors).

20. Mrs. Marian Adair, Instructor, Coordinator Community Service Technology, University of Toledo (Societal Factors).

21. John Chadwell, Assistant to Director of Human Relations, Owen-Illinois Glass Co., (Societal Factors).

22. Charles Carter, Executive Director, Board of Community Relations (Societal Factors).

23. John Landry, Management Director, Toledo Metropolitan Housing Authority (Societal Factors).

24. Robert E. Coleman, Director, Toledo Metropolitan Mission, Council of Churches (Societal Factors).

25. Dr. Warren Palmer, Optometrist (Societal Factors).

26. Rev. Henry C. Eiland, Grace Presbyterian Church (Societal Factors).

27. Capt. Edwin Oehlers, Toledo Police Department (Societal Factors).

28. Rev. Albert Reed, Braden Methodist Church (Societal Factors).

XIV. SELECTION PROCEDURES AND INTERN EVALUATION

A. Recruitment of Interns

The recruitment plan will include several major components, and the primary recruitment area will be the Toledo metropolitan region. This will involve recruitment on the campus of the University of Toledo and its two-year Community and Technical College and within the community of the target schools. Primary means of recruitment will include the following: classroom announcement, faculty recommendation, collegiate newspaper coverage, campus booths, posters. For broader coverage we will use local radio and television programs, and the city newspapers, Toledo Blade and Toledo Times.

The secondary recruitment area will be primarily confined to midwestern urban compuses. This will include both university and junior colleges such as Wayne State University, University of Illinois Chicago campus, University of Akron, and Cleveland State. Emphasis upon urban universities reflects concern for recruiting from minority group populations. In addition to the above, we plan to recruit interns from black campuses such as Central State University.

B. Intern Selection

Information gathered prior to the interview process will consist of the following:

1. Transcripts (High grade point average will not be a primary factor.)
2. Personal references
3. Written statement - autobiography, educational experiences, personal goals in terms of his desire to enter the teacher corps.

The prospective interns will be invited to the campus to be interviewed. Two interview sessions will take place on the same day. The first interview will be composed of two panels of two or three staff members each meeting with three to four prospective interns. Interns will be interviewed by both panels for approximately 20-30 minutes. Each panel member will submit written judgments of each candidate based upon common criteria.

The group interview will be followed by an individual interview with various members of the differentiated teaching teams.

C. Evaluation and Counseling procedure

Throughout the preservice program the cumulative evaluation of all interns will be by Teacher Corps staff and team leaders. In facilitating the process of self-analysis these evaluations will be of primary importance. Staff will be required to keep analytical logs on positive and negative growth patterns of the interns. Interns will also be required to keep logs of their own experiences and reactions.

Counseling services will be provided by the university counseling center. In addition an expert in group processes will be an integral member of the Teacher Corps team. It should again be stressed that "sensitivity training" is implicit throughout the preservice and inservice program.

INTERN PROFILE SHEET

1. **NUMBER REQUESTED** Pre-Service 54 In-Service 48

2. **GEOGRAPHIC BACKGROUND**
Locally recruited 85 %
Regionally recruited 15 %
National pool 0 %

3. **AGE RANGE PREFERENCE** From 19 to 25 Median desired: NONE
Maximum Acceptable: Not Specified

4. **SEX RATIO PREFERENCE:** Male 50 % Female 50 %

5. **MARITAL PREFERENCES:** No Preferences

6. **ACADEMIC CRITERIA:**

Degree Required: No

Have attained Junior Status: Yes

Grade Point Average: Desired 2.0
Minimum Acceptable Unspecified
Scale Used: 4.0

7. **SPECIAL NEEDS OF PROGRAM:**
Racial, ethnic and cultural balance is critical. Teacher Corps teams will be selected in a manner which strives to achieve this goal.

8. **MEMBERS OF SELECTION PANEL**

	Name	Title
University Representatives:	Dr. Sam J. Yarger	Director
	To be named	Associate Director
	To be named	Faculty Representatives
School Representatives:	Miss Helen Kennedy	Coordinator
	Other School representatives.	

2

XV. TEAM LEADER SELECTION, TRAINING, AND RESPONSIBILITIES

A. Selection

1. Process - Each of the four schools which has been selected for the program will form a Stage I selection board. This shall consist of the school principal, an elementary supervisor assigned to the building, a community representative and a representative of the local teacher association or union. The board will select four team leader candidates in rank order.

A Stage II selection board consisting of the Project Director, Project Coordinator, teachers association or union representative and community representative will make a final assessment and selection of candidates.

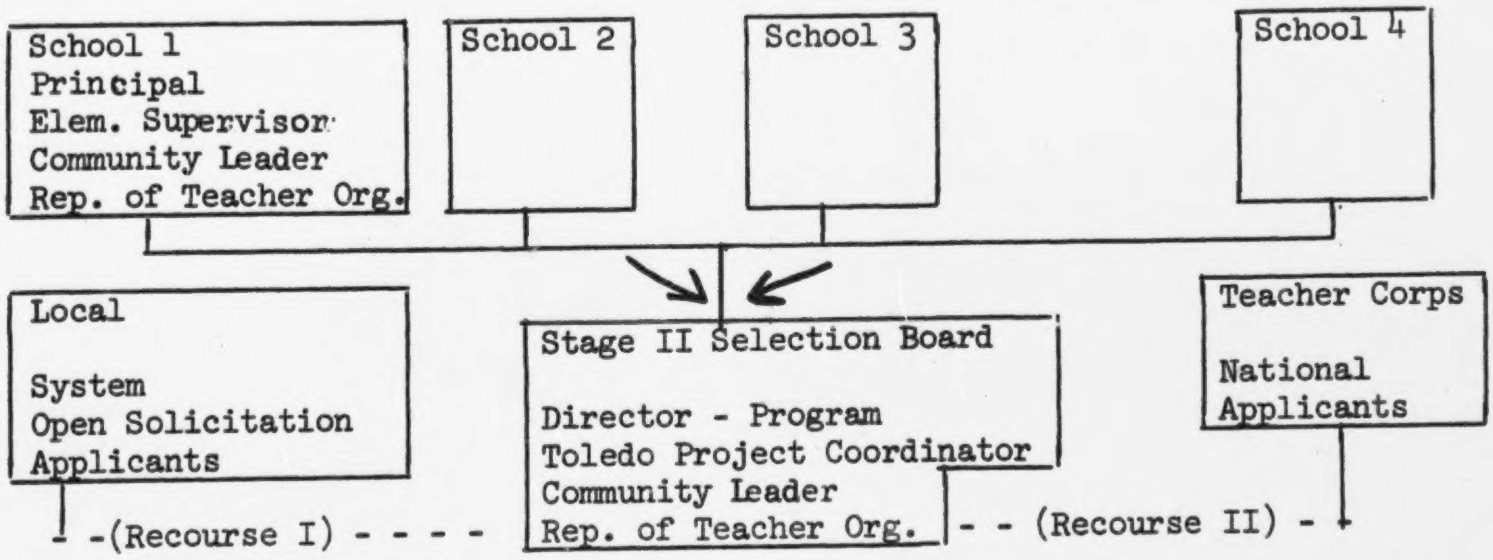
The principal will take the responsibility to make the selection of a community and teacher association or union representative.

The Director and Coordinator will make parallel selections for the Stage II selection board.

If there is a lack of qualified candidates, two recourses may be followed: local solicitation of candidates by means of staff newsletter or announcement, or procurement through national Teacher Corps personnel pool.

TEAM LEADER SELECTION DIAGRAM

Stage I Selection Boards


School 1
Principal
Elem. Supervisor
Community Leader
Rep. of Teacher Org.
School 2
School 3
School 4
Local
System
Open Solicitation
Applicants
Stage II Selection Board
Director - Program
Toledo Project Coordinator
Community Leader
Rep. of Teacher Org.
Teacher Corps
National
Applicants
-(Recourse I) - - - -
- - (Recourse II) -

2. Selection Criteria - The following list will serve as the selection criteria.

   a. Participation: leaders should be free to attend 2-week regional institutes scheduled during summer orientation.

   b. Certification: leaders should hold standard Ohio elementary license.

   c. Experience: leaders should have three or more years successful teaching experience in elementary grades of disadvantaged community schools.

   d. Graduate training: leaders should possess a masters degree.

   e. Commitment: leaders should show indications of long range commitment to education and a willingness and desire to work in Teacher Corps.

   f. Attitude: leaders should have positive attitudes toward research, development and innovation.

   g. Flexibility: leaders should be inventive in adaptation of learning methods, materials and experimental situations.

   h. Ability: leaders should recognize and utilize resources of the differentiated team.

   i. Interaction: leaders should be able to maintain interaction with other teachers, principals, children, parents, resource personnel, and corpsmen.

   j. Sensitivity: leaders should be aware of learning-teaching problems and should be able to resolve them in an acceptable manner.

   k. Competence: leaders should have concentrated skills in some particular content area or methodology appropriate to the elementary level.

B.. Training

1. Preservice Orientation - one week. Experiences for team leaders will include:

(1) Orientation to the total Teacher Corps Program including philosophy, objectives, personnel recruitment, selection, and evaluation including interns, paraprofessionals, and other personnel.

(2) Program design, strategy, evaluation and research.

2. Preservice Program - Preservice seminars will provide experience to develop or refine skills in teacher leadership, supervision and in community action. Seminar topics will include:

(1) A social-psychological study of disadvantaged children.

(2) Analysis of attitudes and values of teachers of disadvantaged children.

(3) Basic concepts of research and evaluation procedures in the instructional setting.

(4) Role of the team leader in the differentiated team setting.

(5) Ongoing procedures of operating Teacher Corps teams in disadvantaged school units.

(6) Individualizing of instruction for disadvantaged children.

C. Responsibility:

1. Preservice - Team leaders will be expected to participate in instructional program for the intern. In cooperation with the university staff they will assume responsibility for planning and coordinating field experiences for interns. In addition they will serve an important function in the assessment of preservice intern candidates.

2. Inservice - Team leaders responsibilities will be categorized as follows:

   a. Administration

      (1) Organize, and, when necessary, reorganize the program of instruction to make the most efficient use of each team member.

      (2) Organize the program so that team members will be able to observe other team members as well as plan and coordinate with them.

      (3) Be responsible for requisitioning supplies and equipment.

      (4) Arrange team schedules.

      (5) Set up a system of communication so that team members, administrators and parents are kept informed of relevant details.

      (6) Coordinate conferences involving services of such specialized staff as elementary guidance counselor, school psychologist, school nurse and visiting teacher.

   b. Supervision and Instruction

      (1) Plan along with the interns the integration of subject matter and duties of each member.

      (2) Direct and observe activities of the interns.

      (3) Direct the team in developing standards of pupil behavior.

      (4) Set up a system for evaluating pupil growth and progress, including parent conferences.

      (5) Set up a system for evaluating interns.

      (6) Observe other teaching teams, synthesize and experiment with new ideas.

c. Community Liaison

The team leader's community awareness will serve as a base for contacts with:

(1) Community agencies

(2) Parent groups

(3) Individual parents

(4) Other individuals representing the community

d. University Liaison

To insure the relevance of interns' seminar experience to actual school/community needs, the team leader will serve as both a planning and instructional change agent throughout the program. This implies a continuing function as organizer and implementer of field experiences which will be coordinated with seminars and tutorials. Regular Teacher Corps staff meetings will be held, which will include team leaders and principals.

e. Future Responsibility

As a result of his training in Teacher Corps, it is hoped that the team leader will qualify for positions which will contribute to improved education of children of low-income families.

XVI. COUNSELING, HEALTH SERVICES AND OTHER MEMBERS ASSISTANCE

A. Counseling

Given the rather intense pressures generated out of an action-oriented program such as the Teacher Corps, a counseling service staffed by competent counselors is an essential element in the success of the total program. The University of Toledo has such a counseling center and will provide the type of service needed by interns.

B. Health

For treatment of illness or injury, the University maintains a Student Health Service on a 24-hour schedule during the school year under the direction of the University Physician. With an 11-bed infirmary, examining rooms, laboratory and physiotherapy facilities, the Health Service is equipped to care for minor illnesses and most emergencies. Treatment of major illnesses and cases requiring surgery are referred to the patient's family physician or a competent medical specialist in Toledo.

Through the Blue Cross-Blue Shield plans the University has arranged a special hospitalization and medical-surgical insurance program which will be available to all corpsman at a nominal cost of approximately $40.00 per year. It provides payment for all or part of costs in the event illness or injury requires hospital confinement and treatment beyond the University's facilities.

C. Housing and Meeting Facilities

This Teacher Corps program emphasized living arrangements for interns which are important to the success of their experience. In essence, we envision an arrangement whereby students will, by private contractual agreement, rent living accomodations in the core area. The Teacher Corps may aid the interns in acquiring appropriate accommodations. Other facilities, e.g. schools and churches, will be utilized as Teach-In-Centers where more informal types of educational experiences will be conducted. The interns' residence in the inner city and their use of Teach-in-Centers will serve to immerse them in and sensitize them to the culture of the inner city. Residence in the community will also facilitate contact with parents and students. The Teach-in-Centers will serve as gathering points for meetings between interns and their students, be it to deepen friendships or as a starting point for field trips. In addition the Teach-in-Centers will help break down the facade which often separates University teachers from their students by providing facilities for seminars and workshops.

XVII. PROGRAM EVALUATION AND RESEARCH

The quality of decisions made by the decision makers of the program depend, in part, upon the quality of the information provided through the ongoing process of evaluation. The first phase of the evaluation model is concerned with the specifications relative to the context in which a Teacher Corps program is designed to function. The Teacher Corps guidelines identify minimal criteria for the eligibility of schools in the selection process.

A. Selection

In keeping with the spirit of these guidelines the concept of a total team task force was employed in the development of this proposal. The selection of participating schools was implemented by a committee composed of administrators in the Toledo Public Schools. After identification of those schools which met the minimal criteria the final choice of the participating schools was made. The selection process incorporated some additional criteria established by the committee such as:

1. Ethnic composition of the school population
2. Mobility rate of both pupils and staff
3. Space and facilities conducive to the team approach
4. Quality of school programs already available
5. School and community related services
6. Readiness of the school to participate

B. Input

The second phase of the model is concerned with the input evaluation. The following resources are considered input in the evaluation model. Resources are divided into three major classifications with minor divisions in two of the classes.

1. Personnel
    a. Team Leaders (see chapter XV)
    b. Interns (see chapter XIV)
    c. University staff (see chapter XIII)
    d. Public school staff
    e. Public school students
    f. Community agents
2. Facilities
    a. School
    b. Community
    c. University
3. Teacher Corps Program

C. Public School Staff

While corpsmen gain practical classroom experiences, cooperating teachers will be afforded the opportunity to participate in the enrichment of education for the disadvantaged child through:

1. Curriculum strategy and planning sessions.
2. Individualized instruction for the child.
    a. Tutorial aid
    b. Planning and evaluating programs for programmed instruction
    c. Individual teacher-pupil interaction
3. Home visitation
4. Team teaching planning and preparation
5. Participation and involvement in the community
6. Participation in special school programs

D. Public School Students

The purpose of the Teacher Corps is to promote and strengthen educational opportunities for disadvantaged children. Attainment of this goal will be reflected in the behavioral changes evidenced by these children. Some behavioral changes that one may consider are:

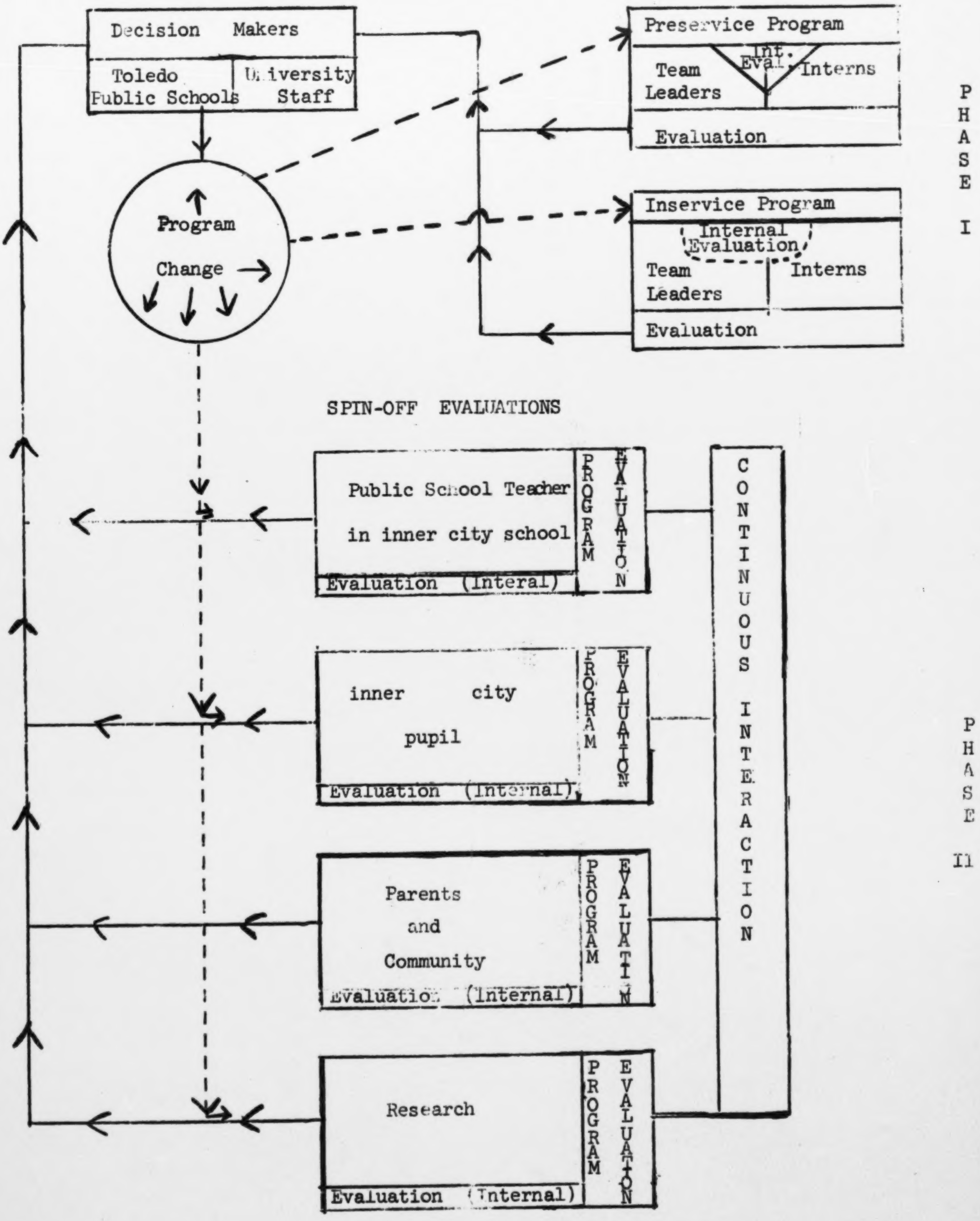
1. Academic
2. Social
3. Self-concept
4. Attitudinal
5. Valuing
6. Vocational
7. Higher education

Long term evaluation of the impact of the Teaching Corps program upon pupils in the schools can be effected by means of follow-up studies. One would expect to find more productive citizens than current practice allows as more students might be engaged in a larger variety of vocational pursuits and a greater percentage of students might set goals for advanced academic and/or vocational education.

The CIPP model in the Ohio Consortium Report will be the basis for the evaluation of the entire Toledo Teacher Corps program.

The figure following on the next page illustrates more directly the major concerns of the evaluation process.

PROGAM EVALUATION


Decision Makers
Toledo Public Schools
University Staff
Program Change
Preservice Program
Team Leaders
Int. Eval.
Interns
Evaluation
Inservice Program
Internal Evaluation
Team Leaders
Interns
Evaluation
PHASE I
SPIN-OFF EVALUATIONS
Public School Teacher in inner city school
Evaluation (Interal)
PROGRAM EVALUATION
inner city pupil
Evaluation (Internal)
PROGRAM EVALUATION
Parents and Community
Evaluation (Internal)
PROGRAM EVALUATION
Research
Evaluation (Internal)
PROGRAM EVALUATION
CONTINUOUS INTERACTION
PHASE II

Evaluation of the Teacher Corps will be accomplished in two phases. Phase I will deal with the preservice and inservice program directly and immediate feedback concerning the preservice program will result. Team leaders, interns and program effectiveness will be continuously evaluated.

Once the inservice program begins, internal evaluation will have already started and will be emphasized throught that portion of the program. The total inservice program will be evaluated along with the various internal evaluations of each team leader and intern. All evaluative material will be fed to the Toledo Public Schools and the University. The effectiveness and ineffectiveness of certain parts of the total design will be changed where needed in order to facilitate successful outcomes.

In addition to the Phase I evaluation, the potential for many "spin-off evaluations" of the inner city school, the inner city pupil, the parents and the community, and the response of the public schools to innovation, and research. Data gathered in these areas will help the decision makers structure better opportunities for future experiences and analysis in order to make the total program more meaningful for all concerned.

Data from all areas will be discussed, analyzed and fed back to the appropriate area to facilitate progress.

Each area will have internal evaluation wherein the people directly involved will analyze the program. Concurrent internal and external evaluation will be performed continuously.

Upon receipt of notification that the proposed Teacher Corps program will be funded, the task force of evaluators will begin its operation. Decision makers will be contacted in order to determine the type of relevant information needed to make intelligent decisions. A time-table will be established so that information gathered can be analyzed, organized, and presented in time for the decision makers to use the information. Instruments for evaluation will be slected or devised to assess whether or not the stated program objectives are being accomplished. In the process of building an evaluation program attention will be given to the sources of information, sampling techniques, evaluation instruments and the timetable for scheduling the collection of data.

Evaluation and, it is hoped, change will be continuous, with the child in the inner city, the intern, and the process of education kept in focus at all times. Responsibility for evaluation of the program will be undertaken by Dr. Dean L. Meinke, College of Education, University of Toledo.

TEACHER CORPS PROGRAM 1969-71
FORM F

PROGRAM DIRECTORY

POSITION IN T.C. PROGRAM	NAME	POSITION IN IHE or LEA	OFFICE ADDRESS	TELEPHONE (Office; Home)
Dean	Dickson, Dr. George E.	Dean, College of Education University of Toledo	2801 W. Bancroft Toledo, Ohio 43606	(419) 531-5711 Ext. 2488 (419) 475-8561
Director	Yarger, Dr. Samuel J.	Assistant Professor of Education University of Toledo	2801 W. Bancroft Toledo, Ohio 43606	(419) 531-5711 Ext. 2484 (419) 479-3152
Associate Director	to be named			
Grants Officer	Smith, Mr. Willard	Vice-President, Treasurer University of Toledo	2801 W. Bancroft Toledo, Ohio 43606	(419) 531-5711 Ext. 581 (419) 475-9472

TEACHER CORPS PROGRAM 1969-71
FORM F

PROGRAM DIRECTORY

POSITION IN T.C. PROGRAM	NAME	POSITION IN IHE OR LEA	OFFICE ADDRESS	TELEPHONE Office Home
Superintendent	Dick, Mr. Frank	Superintendent of Schools	Administration Bldg. Manhattan Blvd. & Elm St. 43608	(419) 729-5111 Ext. 281-282 (419) 474-8245
Coordinator	Kennedy, Miss Helen F.	Supervisor, Auxiliary Personnel	Administration Bldg. Manhattan Blvd. & Elm St., 43608	(419) 729-5111 Ext. 316 (419) 243-8573
Principal	Brower, Mrs. Louise	Principal-Walbridge School	1245 Walbridge St.	(419) 243-4020 (419) 531-1394
Principal	Guilford, Mr. Jerome	Principal-Stewart School	707 Avondale	(419) 246-7881 (419) 531-4905
Principal	Kaser, Mr. Edward	Principal-Lagrange School	Lagrange & Erie Sts.	(419) 243-4556 (419) 479-4120
Principal	Morris, Mr. Roland	Principal-Glenwood School	2860 Glenwood Ave.	(419) 244-5961 (419) 691-3013

Toledo Teacher Corps: An Undergraduate Program for the Development of Teachers for the Inner City

Submitted by
Toledo Teacher Corps Staff
College of Education
University of Toledo

George E. Dickson, Dean
Sam J. Yarger, Director

November 26, 1969

004 073

Summary Statement

The primary goal of this two year undergraduate teacher training program is to train elementary teachers of high quality sensitive to the unique educational problems of children living in impoverished urban communities.

The program began with an eight week pre-service session during the summer of 1969. Within this period, thirty-two interns, all juniors in college and six team leaders (master teachers) were involved in activities designed to increase their awareness of the needs and unique problems which confront the children of poverty. Experiences such as elementary summer school observation, teaching and work with community recreational agencies, coupled with seminars and sensitivity training constituted this phase of the program. In the final two weeks of the pre-service summer the corpsmembers were divided into six teams, consisting of from four to six interns and one team leader. Each team plus two or three elementary teachers comprised a working team for units of sixty to eighty children in grades two through six.

Beginning in September, 1969, the in-service program was initiated. Interns now teach within a team for one-half day, five days per week. The remainder of the intern's time is spent working in the community, and fulfilling liberal arts requirements on campus. In addition to the above, interns attend a professional education seminar twice a week taught by a team of university faculty.

Concurrent with the interns' experiences, university faculty meet regularly with team leaders and teachers for in-service activities. These include not only seminars but also visitations to model team teaching and urban education programs.

Supervision and evaluation of interns is conducted jointly by team leaders, teachers, and university personnel. Video-taping of model teachers and interns is emphasized. Base line data of intern characteristics were collected during the pre-service summer experience. Video tapes produced of initial intern teaching will be compared to subsequent teaching episodes.

During the second summer the interns will fulfill liberal arts requirements for graduation while continuing to be involved with the school community. The pattern established during the first in-service year will be continued through the second year with the interns assuming greater teaching responsibilities. Interns will thus graduate in June 1971, with a Bachelor of Education Degree in Elementary Education.

Objectives

Human sensitivity is one of the most important aspects of this program. This aspect of the teacher education program emphasizes understanding of attitudes, values, and needs which often attend poor urban communities. This awareness is a vital prerequisite to an understanding of social and educational needs of inner city children. Without this awareness an intern would be ineffectual in relating to and motivating children.

A second thrust of this program focuses upon the amalgamation of the efforts of the university, the local school system, and the community in the teacher education process. This goal will be reached through the development of teacher education programs which focus on not only direct teaching skills, but also upon diagnostic and evaluative skills. These skills are taught by a team of university instructors who come into the schools and use the experiences encountered by the interns as a basis for their instruction.

A third objective involves the instructional organization within the school. This program aids in realizing instructional improvement through the development of a differentiated team teaching, multi-unit model. This involves the preparation of teachers who will be able to assume leadership positions in a differentiated staff structure. In contrast to the traditional classroom organization, the multi-unit model provides for flexible grouping patterns. These flexible student groups are coupled with a team of teachers and interns sensitive to the unique problems and needs of inner city children. Through the implementation of differentiated team teaching, each teacher's specialty is maximized, so that each child receives optimum instruction in all phases of the curriculum.

These interdependent areas of human sensitivity, educational skills, and instructional organization form the foundation of this program, upon which all other concepts will be built.

Program Development And Its Effects On Teacher Education

First, and perhaps most important, this program unites the university with the local educational agency and the community. As a result of this union, the prospective urban teacher will be better informed as to the needs of the community and what is expected of him as a teacher in that community. The primary vehicle for this union is the differentiated teaching team, whose members bring a multitude of talents together in an effort to provide the prospective teacher with a maximum amount of useable knowledge.

This program unites artificially separated facets of teacher education by markedly reducing the number of courses offered in the traditional manner. This reduction comes about by blending the relevant content of these courses together into seminars which are team taught by university faculty. The university team consists of three members, each specializing in a single area; contemporary learning-teaching process, societal factors, and instructional organization.

Secondly, a great percentage of the prospective teachers' training is shifted from traditional classroom lectures to an in-school laboratory setting in the community. The corpsmen serves an extended internship of two years in the urban school, rather than the usual one quarter of student teaching. For these two years interns are guided by a trained professional staff. These supervised instructional experiences will, when combined with seminar and classroom endeavors, add a noteable degree of relevancy for the corpsmen that has been lacking in previous teacher education programs. Also, second year interns can be teamed with first year interns to further implement the concept of differentiated team teaching.

Finally, this teacher education program encourages both professional and prospective educators to utilize the technological capabilities of this era and to recognize their applicability to education. Seminars employ video-tapes of model and intern teaching to facilitate analysis of teaching processes.

The multi-unit team teaching approach offers greater flexibility in the programming and planning of learning sequences for children. Individual needs are met through flexible grouping patterns and the use of several instructors when appropriate.

Through this individualized approach, the teacher assesses each child's special interests and if necessary, will reconstruct or enhance the existing curriculum to meet the child's foremost instructional needs.

Non-graded situations will emerge as a result of the many flexible grouping patterns and the resulting necessary adjustments in curricula. Barriers to effective pupil grouping imposed by rigid grade lines will be erased as a result of the educational program made possible by the team structure.

In a team teaching model there are more opportunities to capitalize on the strengths and talents of individual team members. The entire team has the opportunity to share in the planning, implementation and evaluation of a unit of work. In this way the child is exposed to a wide variety of teaching styles, thus increasing his chances of relating to each teacher and the subject matter being taught.

The differentiated staff concept associated with team teaching provides the teachers with the time to initiate community contacts and bring community representatives into the school. Through the strengthening of the child-teacher relationship, access to the home and communication with the parents have been established, and mutual respect between the school and home will develop. The communications network between the school and home provides the teachers and interns with the opportunity to become involved with the community and its problems, and in the same respect, parents play an active role in acknowledging and solving school problems. This new and united involvement of parents and teachers cannot help but benefit the child.

Evaluation

Program evaluation consists of utilizing both objective and subjective input data for not only immediate feedback, but also for long range planning. Input data either were gathered or are available for team leaders, interns, university faculty, public school staff, public school students and community agents. Within the context of the school, community and university, the Teacher Corps program will be evaluated for its effectiveness.

Intern data consists, in part, of standardized measures of intelligence, attitude, interests and personality gathered during the first week of the preservice program. This will allow for not only pre-post comparisons, but also comparisons with a control group of education students enrolled in a conventional teacher training program.

Ongoing intern evaluation will consist of frequent comparisons with both previous teaching performances and current specific objectives. Utilizing video-tape equipment, it will be possible to implement self evaluation, peer evaluation, expert and formal evaluation.

Staff

Dr. Sam J. Yarger, Director

Dr. I. David Glick, Associate Director and Instructor

Dr. Dean Meinke, Instructor

Miss Grace Jordan, Instructor

Miss Lilly Szyskowski, Toledo Public School Coordinator

Mrs. Rose McDaniel, Toledo Public School Team Leader

Mrs. Peggy Moore, Toledo Public School Team Leader

Mrs. Edna Robertson, Toledo Public School Team Leader

Miss Medarine Jordan, Toledo Public School Team Leader

Miss Nelda Martin, Toledo Public School Team Leader

Mrs. Marlyn Burgan, Toledo Public School Team Leader

Budget

The following represents the approximate major budget items for one year:

Intern Support ($75.00 per week)	$124,800.
Team Leader Salaries ($10,000. per year)	60,000.
University Salaries (Summer and academic year including admn.)	52,000.
Equipment (Video equipment, etc.)	5,000.
	$241,800.